

# Year 2 Curriculum Information - Spring 2 2025

## English

**Fiction** - *Character Descriptions*

**Non-Fiction** - *Recount text of a real life experience*

### Spelling, Punctuation and Grammar

- Learning how to use: expanded noun phrases to describe and specify (e.g. the blue butterfly) as well as correct choice and consistent use of past tense throughout their writing.
- To write simple recounts (linked to topics of interest/study, to personal experience, historical events, characters in books).
- To maintain consistency in tense and person, the use of the progressive form of verbs in the past tense to mark actions in progress.
- To write complete stories with a simple structure (beginning – middle – end, decide where it is set and use ideas from our reading to decide on incidents and events).
- Know that words can combine to make sentences. Joining words and joining clauses using “and”. Sequencing sentences to form short narratives.

## Maths

### **Multiplication and Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.

### **Measurement - Length and Height**

- Measure, compare and order lengths and heights in cm and m.

### **Measurement - Mass, capacity and temperature**

- Compare and measure in g and kg.
- Compare and measure volume and capacity in l and ml.
- Temperature.

## **Science - Our Local Environment.**

Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including

micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### **History - Great Explorers.**

In this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.

### **RE - Believing - What can we learn from sacred books?**

Children will continue to develop their knowledge from Spring 1, exploring a variety of sacred books from different religions.

### **PSHE – Healthy me**

In this Puzzle the class will learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.

### **Computing – iAnimate**

In this unit, the children explore stop frame animation through storytelling. The children will explore creating narratives and combining them with images to make their own short animated scenes.

### **DT - Textiles - Design and Make a Teddy Bear.**

The children will investigate existing products as well as explore and compare fabrics/joining techniques. The children will learn how to be safe handling a needle and thread and will learn stitching techniques to be used when making their teddy bear.

### **PE**

**Unit 1 - React, Roll, Retrieve:** This unit looks to use a range of modified activities and equipment to support the development of movement speed, as well as skills related to striking and fielding games. The children will have the opportunity to develop their knowledge of fielding activities and transfer their learning across a range of activities that develop their ability to send objects and effectively field in various contexts.

**Unit 2 - Fair, Share, Dare:** This unit aims to develop their social skills of cooperation and collaboration along with the bravery and curiosity to try new things. These are important aspects of whole-child development in PE. This unit aims to develop a strong team ethic within the class and set firm expectations on how children work together in PE.

### **Music - Recognising Different Sounds**

When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! In this unit, children will explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. Singing and listening are at the heart of each lesson. The children will play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B $\flat$ , B. They will discuss the social question "How Does Music Teach Us About Our

Neighbourhood?"

### **Home Learning Opportunities**

- Homework is given out every Friday and is to be returned by the following Wednesday.
- Practising reading, spellings and times tables everyday has the most impact on learning!
- Reading with an adult at least 3 times a week and signing your reading record will earn a raffle ticket!
- Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home.
- Please bring your reading book and record to school every day.
- Our PE days are **Thursday** and **Friday** - please send your child into school with a PE kit on and red jumper/cardigan over the top so they look smart for the whole day.